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ABSTRACT

Teachers are provided with a model and general recommendations for efficient and effective instructional planning. The model, a map, begins with an identification of the major concepts, skills, and attitudes to be taught. A graphic route is then charted for logical planning towards achieving these instructional objectives. Nine "mileposts" mark points in the planning process at which teachers should evaluate their route and make decisions about alternative teaching strategies. A list of nine questions helps teachers in making these evaluations. For example, at the first milepost, teachers are asked to evaluate the need for and probable focus of pre-assessment of students' knowledge and skills. The decision to pre-assess leads to milepost two while the decision not to pre-assess leads to ignorance and despair. A general explanation of the map and its rationale, and a list of references are included. (LP)

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A FRESH LOOK AT PLANNING: A TEACHER PLANNING MAP

How can I plan effectively for my classes when I have so many preparations? Such a question is asked frequently by teachers in small school districts. They have assignments which require preparations for different subjects, different grade levels of the same subject, or even a combination of these two. Because of such assignments and the multiplicity of tasks involved in teaching, teachers may feel they do not have time to plan their instruction thoroughly.

It is true that the time element is a disadvantage; therefore, teachers need to use a logical approach to planning in order to save time. A Teacher Planning Map (Figure 1) will initially require a considerable amount of teacher time--time in developing major objectives, collecting resource materials, thinking through alternative approaches to teaching, and deciding upon various kinds of evaluation techniques. However, teachers should find that as a result of having an organized approach to their planning, there will be improved student learning. With improved learning on the part of the students, time can be saved eventually.

By checking their own planning procedures at each of the "Mile Posts" on the Planning Map, teachers can decide whether or not they are using a carefully planned, logical design for aiding students' learning. The Map is predicated on the belief that instructional planning involves decision-making on the part of teachers. On A Teacher Planning Map there are nine decision points labeled "Mile Posts". At each of these points the teacher has a choice of alternative routes. The route chosen determines whether or not

the teacher pursues a process which should lead to improved student learning, or a process which could lead to confusion, discouragement, mediocrity, or unhappiness with the learning situation.

A list of questions entitled, "Questions to Ask at the Various Mile Posts" has been included to aid teachers in using the Map. Teachers should not be content with snap judgments nor hazily determined answers. They should try to arrive at answers based on evidence, individual study, or research.

Additional help in using the Planning Map can be obtained from texts written for teachers and supervisors of instruction. The Planning Map synthesizes the thoughts of many writers on the topic of planning.

As teachers get in the habit of using an organized approach to their planning, they will find they can become proficient in planning with an economy of time. For the teacher in the small school this economy of time is extremely important. More important, though, is the value of pupil's increased learning and improved attitudes resulting from the teacher's improved planning.

References

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Sergiovanni, Thomas J., Handbook for Effective Department Leadership, (Boston: Allyn and Bacon, 1977), pp. 310-320.

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QUESTIONS TO ASK AT THE VARIOUS MILE POSTS

Basic Question

What are the major concepts, skills, and attitudes of greatest value?

Mile Post 1

Shall I pre-assess? What shall I pre-assess? How will I pre-assess?

Mile Post 2

What did I find out from pre-assessment? What shall I do with the information I received? Do I need to teach the concepts or are they already known?

Mile Post 3

What do I want students to accomplish? What are the important instructional objectives? How shall I find out if students have already met these objectives?

Mile Post 4

How can I best help students understand the objectives?

Mile Post 5

Have I surveyed the materials available for teaching this concept?

Mile Post 6

From my study of various organizational patterns, what ideas have I gained that I would like to try in my class?

Mile Post 7

Can I help the learners perceive the concept directly? How will I involve students other than by asking questions? Can I help the learners perceive the concept through vicarious means?

Mile Post 8

What type of subjective evaluation is needed? What type of objective evaluation will serve the purpose? Have I evaluated to be certain all of the objectives have been achieved?

Mile Post 9

For those students who have not achieved, to which mile post must they return? For those students who have achieved, are there objectives at a higher level which they should try not to fulfill? How can I help students who have achieved feel great satisfaction with their learning?

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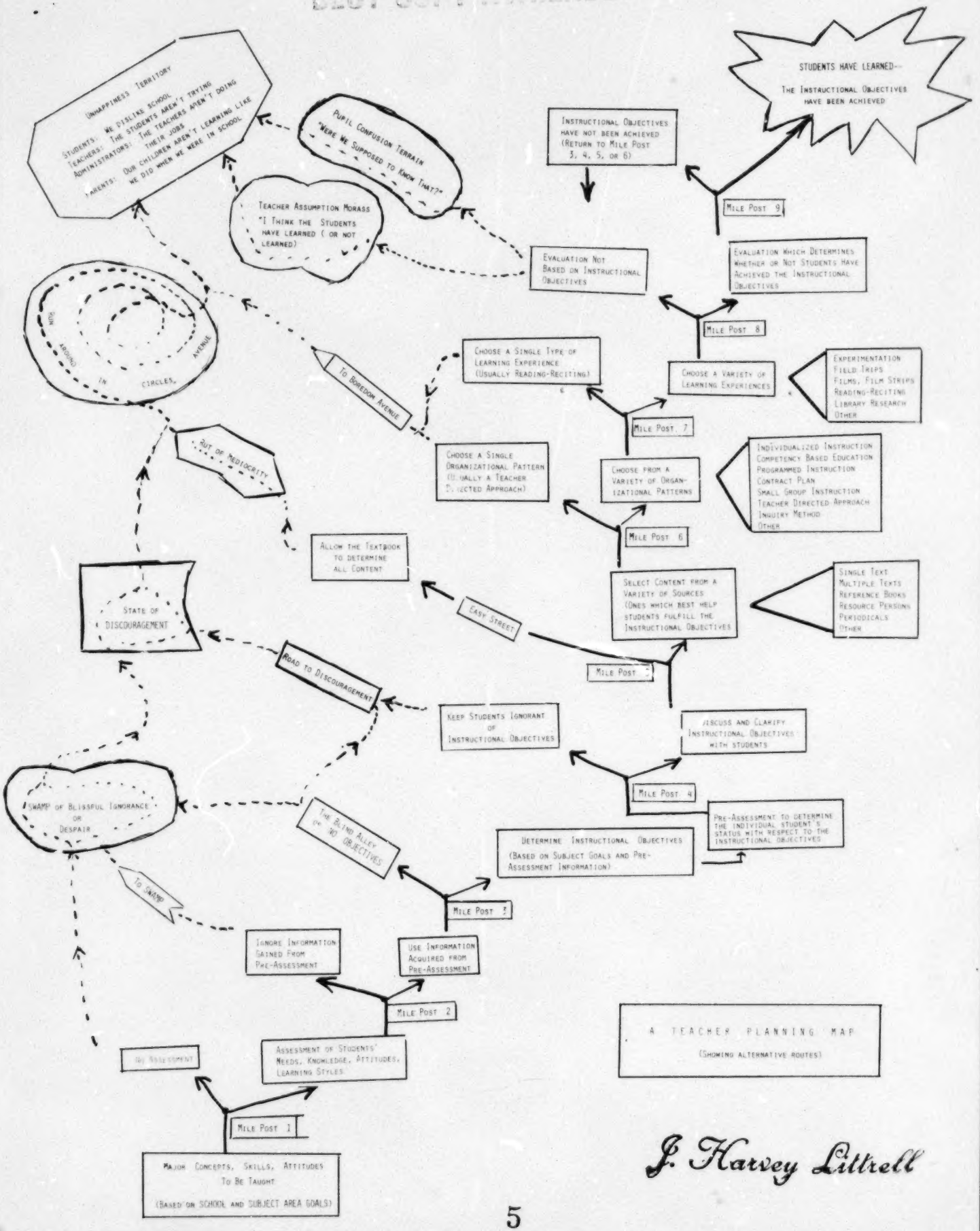
STUDENTS HAVE LEARNED--
THE INSTRUCTIONAL OBJECTIVES HAVE BEEN ACHIEVED
INSTRUCTIONAL OBJECTIVES HAVE NOT BEEN ACHIEVED (RETURN TO MILE POST 3, 4, 5, OR 6)
MILE POST 9
UNHAPPINESS TERRITORY
STUDENTS: WE DISLIKE SCHOOL
TEACHERS: THE STUDENTS AREN'T TRYING
ADMINISTRATORS: THE TEACHERS AREN'T DOING THEIR JOBS
PARENTS: OUR CHILDREN AREN'T LEARNING LIKE WE DID WHEN WE WERE IN SCHOOL
PUPIL CONFUSION TERRAIN "WERE WE SUPPOSED TO KNOW THAT?"
TEACHER ASSUMPTION MORASS "I THINK THE STUDENTS HAVE LEARNED (OR NOT LEARNED)
EVALUATION NOT BASED ON INSTRUCTIONAL OBJECTIVES
EVALUATION WHICH DETERMINES WHETHER OR NOT STUDENTS HAVE ACHIEVED THE INSTRUCTIONAL OBJECTIVES
MILE POST 8
RUN AROUND IN CIRCLES AVENUE
TO BOREDOM AVENUE
CHOOSE A SINGLE TYPE OF LEARNING EXPERIENCE (USUALLY READING-RECITING)
CHOOSE A VARIETY OF LEARNING EXPERIENCES
EXPERIMENTATION
FIELD TRIPS
FILMS, FILM STRIPS
READING-RECITING
LIBRARY RESEARCH
OTHER
MILE POST 7
RUT OF MEDIOCRITY
CHOOSE A SINGLE ORGANIZATIONAL PATTERN (USUALLY A TEACHER DIRECTED APPROACH)
CHOOSE FROM A VARIETY OF ORGANIZATIONAL PATTERNS
INDIVIDUALIZED INSTRUCTION
COMPETENCY BASED EDUCATION
PROGRAMMED INSTRUCTION
CONTRACT PLAN
SMALL GROUP INSTRUCTION
TEACHER DIRECTED APPROACH
INQUIRY METHOD
OTHER
MILE POST 6
ALLOW THE TEXTBOOK TO DETERMINE ALL CONTENT
STATE OF DISCOURAGEMENT
SELECT CONTENT FROM A VARIETY OF SOURCES (ONES WHICH BEST HELP STUDENTS FULFILL THE INSTRUCTIONAL OBJECTIVES
SINGLE TEXT
MULTIPLE TEXTS
REFERENCE BOOKS
RESOURCE PERSONS
PERIODICALS
OTHER
EASY STREET
MILE POST 5
ROAD TO DISCOURAGEMENT
KEEP STUDENTS IGNORANT OF INSTRUCTIONAL OBJECTIVES
DISCUSS AND CLARIFY INSTRUCTIONAL OBJECTIVES WITH STUDENTS
MILE POST 4
SWAMP OF BLISSFUL IGNORANCE OR DESPAIR
THE BLIND ALLEY (OR NO OBJECTIVES)
PRE-ASSESSMENT TO DETERMINE THE INDIVIDUAL STUDENT'S STATUS WITH RESPECT TO THE INSTRUCTIONAL OBJECTIVES
DETERMINE INSTRUCTIONAL OBJECTIVES (BASED ON SUBJECT GOALS AND PRE-ASSESSMENT INFORMATION)
TO SWAMP
MILE POST 3
IGNORE INFORMATION GAINED FROM PRE-ASSESSMENT
USE INFORMATION ACQUIRED FROM PRE-ASSESSMENT
MILE POST 2
DIAGNOSTIC ASSESSMENT
ASSESSMENT OF STUDENTS' NEEDS, KNOWLEDGE, ATTITUDES, LEARNING STYLES
MILE POST 1
MAJOR CONCEPTS, SKILLS, ATTITUDES TO BE TAUGHT
(BASED ON SCHOOL AND SUBJECT AREA GOALS)

A TEACHER PLANNING MAP

(SHOWING ALTERNATIVE ROUTES)

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